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KENTUCKY DEPARTMENT OF EDUCATION

Reading 'Round Kentucky!

(Monthly Update for all things RTA!)

Happy Fall Y'all! I am thankful for YOU!

Now that the 2015-2016 school year is in full swing, I hope you are finding that you and your students are settling in to routines and rituals that are promoting effective, intentional teaching and learning. Even with fall breaks October can be hectic as report cards or progress reports go out and K-PREP scores are released and data is analyzed. November brings election day, parent/teacher conferences (for some) and Thanksgiving holidays. Thank you so much for all you do! We, at KDE, really do appreciate all your hard work. We are blessed to have you working with our struggling readers!

In this update I would like to share some data of my own. I would also like to encourage you as you learn and grow in your instructional strategies and record-keeping. Additionally, we'll delve deeper into the 3rd-year renewal requirements and processes.

Over the next few weeks I will be creating a tentative schedule through the end of 2015 (up to winter breaks) of site visits. I would like to visit all my RTA schools but that would require more time and funding than I am allowed in one school year! So my BIG goal is to try to at least visit all the regions of Kentucky within this school year. I attended the KRA State Conference in Louisville (October 16th) and will attend the Reading Recovery Conference in Columbus, OH (February 6-9, 2016). If you are also attending this conferences keep an eye out for me. I'd love to meet you face-to-face and chat a little, if you have time!!

Thank you for working so hard to make sure all Kentucky students are proficient readers! If you need **anything**, please do not hesitate to contact me! Again, my email address is lori.shephard@education.ky.gov (Watch the spelling of my last name!) My phone number is 502-564-4970, ext. 4114.

Dates to Remember

- October 30—Student Information due in the Infinite Campus Intervention tab.

- December– Webcast 2

- November – Program Evaluation Report 1

- Kentucky Reading Association Annual Conference, October 15-17, 2015; Galt House, Louisville, KY

- 2016 National Reading Recovery & K-6 Literacy Conference, February 6-9, 2015; Columbus, OH

RTA Information

**education.ky.gov
(search: Read to Achieve)**
or
**lori.shephard@education.ky.gov
502-564-4970 ext. 4114**

RRCNA (Reading Recovery) Conference, February 6-9, 2016

Even if you are not a Reading Recovery teacher the RRCNA conference is a great professional learning opportunity! "The annual National Reading Recovery & K-6 Literacy Conference offers high-quality professional development from the nation's leading early literacy experts. More than 100 sessions focus on literacy instruction and quality children's literature, with an emphasis on effective practices to improve student learning." I am especially looking forward to some of our own RTA schools, teachers, and districts providing sessions ranging from RTI systems to incorporating RR concepts in small groups. Please consider attending if at all possible. It will be well worth your time (and your district's money!). For more info: http://readingrecovery.org/conferences-and-events

Outside of a dog, a book is man's best friend. Inside of a dog it is too dark to read.   —Attributed to Groucho Marx

Contacts

⇒ Every RTA teacher should receive these updates.
⇒ If you know of someone who is not on the contact list and wishes to be, please let me know.
⇒ If you are receiving this update and want to be removed from the contact list let me know that also.
⇒ I am working on updating my principal and district contacts lists from the information I received from each of you. So until then, feel free to forward this to those who are interested.

3rd-year Renewal?!

When the Request for Application (RFA) was developed for this grant cycle, it was written as a two-year grant with an optional third-year renewal. I cannot presume to read the minds of the RFA authors, but experiencing budget reviews and multiple meetings with my associate commissioner and my division director helps me see some "why" behind having an optional grant renewal instead of an automatic grant rollover. At the state, district and school level, spending of funds is constantly being reviewed. So it makes sense to be reflective of how each of us is utilizing our allotted grant funds. That really is the focus of the third-year desk audit—reflection. Rather than going on as we always have without regard to effectiveness or progress, we need to stop and take the pulse of our individual intervention program.

As you begin to prepare information for the desk audit here are some things to consider. We will be looking for demonstrated student progress. A simple table like what was in the RFA—Appendix C—will be sufficient. (See table on pg 3 of this update for an example.) We need to see data from the 2014-2015 school year and data through mid-year 2015-2016 school year. Also, underline successful implementation of all program components will be reviewed This includes program fidelity, use of time (schedule), students served, etc. Again, this is to be a reflective process in which we want you to look at your current program honestly and then look to your third year and how you will continue or improve.

Me in the studio! (Picture is squished to fit.) ...but you get the idea!

Example Data Table for 3rd-year Renewal Desk Audit

Grade	Number of Students	Screener Assessment Name(s)	Average Beginning of Year Score	Average End of Year Score	Program Assessment Name(s)	Average Entry Score	Average Exit Score
K							
1							
2							
3							

You know you've read a good book when you turn the last page and feel a little as if you have lost a friend. —Paul Sweeney

Intervention Tab
(excerpt from Fast-Five email 9/25/15)

Infinite Campus Intervention Tab Update

The following are required to have student intervention plans in the Intervention Tab in IC:

- All high school seniors who did not meet statewide ACT benchmarks on the junior year administration
- All Extended School Services (ESS) students
- All 3rd Year Focus Schools (for their students scoring Novice)
- All students served by Read to Achieve (RTA) grants
- All students served by Mathematics Achievement Fund grants

Data will be pulled from the Intervention Tab quarterly, on October 30, January 30, March 30 and then the final pull on June 30.

There were common data entry errors noted in analysis of the 2014-15 data. Please consider the following:

The Intervention Type (i.e., Course, ESS, Other) must be indicated in the tab.

If the Intervention Type selected is "Course," then the appropriate *state* course code must be entered in the text box. **(No course code for RTA)**

If "Other" is selected in any tab area, an explanation of "other" should be provided in the accompanying text box. This is the Intervention Type you would use for your KSI/ RTI interventions. In this case, the explanation for "Other" could simply be RTI.
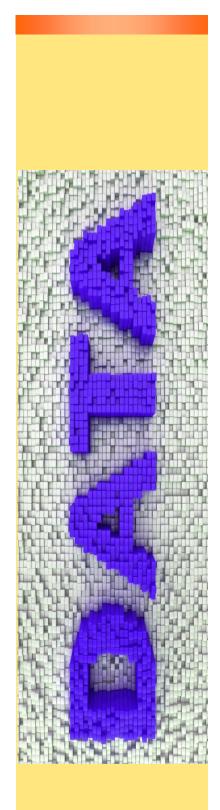
When selecting Intervention Type, if "RTA" or "MAF" is chosen, please understand that these are **primary** intervention grants that have been awarded to certain schools. You should not select "RTA" or "MAF" unless your school has one of these grants.

When adding codes, please consult the latest edition of the Coding Document. Codes are added frequently, and a few codes have recently changed. You can find the most recent coding document **here**.

For Content Area of service, multiple content areas under the "Other" heading cannot be combined. If the student is receiving intervention services in reading and in math, then this must be recorded in two separate intervention records for the student.

If you receive communication from KDE about data entry errors, please be timely (within two weeks) in correcting those issues and informing KDE staff that the errors have been corrected.

For more information on the intervention tab, please consider the resources posted **here**. Also, you can contact April Pieper at april.pieper@education.ky.gov or by telephone at 502-564-4970, ext. 4519.

Worthy of Note
(Don't miss this!)

Just like you at the building level, we here at KDE need to be data-driven. When I want to see how we are doing with regards to reading interventions, I can use the information you enter into the Intervention Tab in Infinite Campus linked with a number of universal screeners' data that are connected to the students you enter in the Intervention Tab. The main screeners we can access are NWEA MAP, Star Reading (and math) and Discovery Education (ThinkLink). Because MAP had an overwhelmingly larger number of entries, I focused on that data to review and analyze since we are really looking at our intervention programs anyway (not the screener).

The data showed some interesting trends. (I have a LOT of charts and graphs, but will try to keep it within this space for now.)

When looking at MAP **percentile growth**, RTA…

- Kindergarteners: underperformed a state comparison group by 2.62 percentile points
- First graders: outperformed a state comparison group by .74 percentile points
- Second graders: outperformed a state comparison group by 3.86 percentile points
- Third graders: outperformed a state comparison group by 5.91 percentile points

When looking at MAP **RIT scores**, RTA…

- Kindergarteners: exceeded the expected growth of 15.2 by 2.1 for a growth of 17.3 points
- First graders: fell short of the expected growth of 16.6 to show a growth of 15.9 points
- Second graders: exceeded the expected growth of 13.7 by 3.6 for a growth of 17.3 points
- Third graders: exceeded the expected growth of 9.3 by 4.5 for a growth of 13.8 points

Take a look at the above statements and think about what they say—to you as interventionists and to you as the RTA teacher. Would you say, based on this data, that RTA interventions are effective, necessary? Why? Why not? If you were a legislator, would you be an advocate for RTA grants continuing to be funded?

Think about it…

I have more data I'll share either in the December update or on the next webinar.

Department of Education

Office of Next-Generation Learners
Division of Learning Services
Differentiated Learning Branch

Associate Commissioner: Dr. Amanda Ellis

Division Director: Gretta Hylton

Branch Manager: April Pieper

Reading Intervention Consultant: Lori Shephard

"You may have tangible wealth untold:
Caskets of jewels and coffers of gold.
Richer than I you can never be -
I had a mother who read to me."
—Strickland Gillilan (Thanks, Laurel)

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